

Ewloe Green Primary School
Homework Policy

Rationale

There are two important facts that come together to underline the importance of homework:

- *Partnership between school and parents is one of the key indicators in effective pupil progress.*
- *Research over a number of years has shown that homework can make an important contribution to pupils' progress at school.*

Our intention is to work alongside parents in order to develop an effective homework programme that aims to achieve the following objectives:

- *To improve and strengthen the partnership between school, parents and pupils.*
- *To make full use of learning resources in the home and in the community.*
- *To consolidate and reinforce skills and understanding, especially in Literacy and Numeracy.*
- *To extend school learning through additional reading and research.*
- *To develop the confidence and self-discipline needed for independent study.*

Through the setting and marking of homework, we intend to adhere to the Dyslexia Friendly Schools Policy.

Homework can cover a wide range of activities that might include:

- Learning spelling or times tables, often for an assessment
- Reading for enjoyment and building new vocabulary
- Reading for information and research
- Work to practise aspects of Literacy or Numeracy
- Story Writing
- Research and other activities to support Science/Humanities
- Activities and research to support other areas of the curriculum

The amount and frequency of homework given will vary according to the age and ability of the individual. In the Foundation Phase and at Key Stage 1, much of the homework will involve developing reading skills. As the children move through Key Stage 2, the children will have a variety of tasks, all designed to practise and improve skills and ensure steady progress.

Additional Needs and More Able and Talented Pupils

Setting the right amount and level of homework for pupils with Additional Needs and those children who are More Able and Talented requires particularly careful thought. There are two main issues to be balanced:

- *Ensuring that children of all needs do as much homework in common with other pupils as possible.*
- *Setting appropriate homework that does not demand either too much or too little of the pupils.*

In order to achieve an effective homework structure for pupils with Additional Needs and those deemed as More Able and Talented, tasks should:

- Have a very clear focus and time guideline
- Give plenty of opportunity for pupils to succeed
- Help develop social as well as other skills where necessary
- Be varied - not purely written assignments
- Be manageable for teachers
- Contain enough challenge to stimulate thinking and extend the development or acquisition of skills where appropriate

Support for Homework

As part of its recognition of the value of homework and its commitment to the provision of homework, the school will seek to provide support in the following ways:

- *We will provide suitable resources e.g. books, worksheets, etc*
- *We will provide support for additional activities via our school website*

Role of Parents and Carers

In order to ensure that the children derive maximum benefit from their homework programme, parents are encouraged to:

- *Provide a suitably quiet place/time when children can complete their homework assignment.*
- *Make it clear that they value the importance of homework.*
- *Encourage and praise all completed homework tasks.*
- *Take an active part in appropriate tasks e.g. research activities.*
- *Assist in making sure that homework is handed in on time.*

Role of the School

In demonstrating its commitment to a homework programme as an integral part of children's academic progress, this school is committed to the following:

- *Providing regular homework that is differentiated and appropriate to the age/ability of the class or group.*
- *Ensuring that all homework is marked: this might be done by the class together, self checking by the child or by the Class teacher.*
- *Increasing the frequency and range of homework activities as the children progress through the school.*
- *Providing a Home/School Link Book to facilitate a direct line of communication between home and school, in which relevant comments can be recorded and acted upon as necessary.*
- *In its provision of homework the school will take into account the recommended time allocations from the guidance*
- *We will provide opportunities for parental feedback and an ongoing dialogue with regard to homework through parents' evenings and The Home/School Link Book.*
- *The homework structure will be reviewed annually to ensure it continues to provide effective support for learning,*

Monitoring and Evaluation

1. This policy will be reviewed annually; the review will take into account any issues regarding the implementation of the policy and feedback from staff and parents.

Where the need for change is identified, the necessary policy revisions will be made where amendments have been agreed.

2. As part of the internal monitoring checks, samples of homework assignments will be looked at across the school. This will form part of the school's monitoring and evaluation structure and will provide evidence of:
 - How the homework policy is being implemented throughout the school
 - The standard of children's homework being produced
 - Those aspects of homework that could be more effective and where improvements might be made
 - The extent to which homework is supporting children's progress in school

Conclusion

It must be recognised that the teacher's primary responsibility for teaching and learning is in the classroom and so, quite naturally, that is where their main focus should be. For this reason above any other homework activities must be manageable for the teacher and must not detract from their day-to-day teaching in school. However, it is equally recognised that homework can make an important contribution to the children's learning and progress, and also provides the opportunity for parents to be partners with the school in their child's education.

The school will endeavour to deliver a homework programme that is manageable in terms of time commitment, but effective in terms of support it provides for children's ongoing progress.

The school will also continue to strive for ways in which this joint activity can be used to strengthen the partnership with our parents.

Dyslexia Friendly Schools

We recognise that some pupils, despite often having average or above average intellectual ability and good oral skills, have difficulty learning to read or to spell and write fluently.

These pupils may be described as having specific learning difficulties or dyslexia.

We recognise that these pupils have additional needs and that these needs have to be met to the best of our ability and resources; we recognise that these people have skills and talents which need to be nurtured and developed and that they have the same right of access to the curriculum and to all the activities of the school as all other pupils.

Through all of our teaching and provision we intend to adhere to the Dyslexia Friendly Schools Policy.

Appendix 1 - Homework Structure by Class/Year Group - as at September 2008

Yr Group	Day	Homework Activity	Approx. Timing
Reception Foundation Phase	Friday	<ul style="list-style-type: none"> • Reading Book with log-book. (daily) • Kipper and Paddington taken by 2 children per class for the weekend • Number games (on occasion) 	Once per week
Year 1 Key Stage 1	Friday	<ul style="list-style-type: none"> • Reading Book with log-book (daily) • Tigger taken home by one child for the weekend (class 3) • Barnaby Bear and Magi Ann taken home for the weekend (class 4) • One worksheet or activity in language, numeracy or topic work 	Once per week
Year 2 Key Stage 1	Friday	<ul style="list-style-type: none"> • Spellings • ORT Book to read with a variety of books to supplement (daily) • Ongoing research homework linked to the theme given orally to improve listening skills and home school links • Occasional written homework linked to Language, Numeracy or Topic Work 	Weekly
Year 3	Friday	<ul style="list-style-type: none"> • Language - Spellings to learn for following Friday. • Spellings based homework to be handed in Monday • Numeracy to consolidate work covered during the week • Reading (daily) • Multiplication tables (daily) 	20 minutes 20 - 30 minutes
Year 4	Monday Friday	<ul style="list-style-type: none"> • Spellings and Language to be handed in on Friday • Topic work (ongoing) • Numeracy to be handed in on Monday • Multiplication tables • Reading (daily) 	30 minutes 30 minutes
Year 5	Monday Friday	<ul style="list-style-type: none"> • Language based activity • Spellings • Numeracy to consolidate work covered during the week 	30 minutes 30 minutes

		<ul style="list-style-type: none"> • Reading 	
Year 6	Tuesday	<ul style="list-style-type: none"> • Literacy or Topic work • Spellings • Numeracy 	30 minutes
	Friday	<ul style="list-style-type: none"> • Additional homework assignments in preparation for High School 	30 minutes

Policy written February 2009

Policy review 2010/11

Signed Headteacher-----

Signed Chair of Governors-----